

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 10/12/2021 05:04 PM

## Technical Review Coversheet

Applicant: Think Together (S411C210113)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	18
<b>Quality of Project Design</b>		
1. Project Design	30	27
<b>Sub Total</b>	50	45
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	25
<b>Sub Total</b>	25	25
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	0
<b>Sub Total</b>	25	0
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	5	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	4
<b>Sub Total</b>	5	4
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	115	78

# Technical Review Form

Panel #2 - EIR Early Phase - 2: 84.411C

Reader #1: \*\*\*\*\*

Applicant: Think Together (S411C210113)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

Reader's Score: 18

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

#### Strengths:

Applicant proposes implementing a digital, systems change model for schools that includes developing a data platform that automatically imports data from multiple sources to centralize data and provide a data visualization platform for districts to conduct self-assessments. (e17) The proposed strategy builds, conceptually, on an its existing program and is an alternative to its current staff-intensive implementation.

#### Weaknesses:

The proposal could be strengthened by providing substantive details and examples of the protocols it proposes, and by more clearly describing the various platforms and technological tools that would be developed.

Reader's Score: 13

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

#### Strengths:

Plans to disseminate research findings via traditional methods including at state and national conferences and events, and via peer reviewed journals are indicated. (e24) Results from interim and summative evaluations, along with digital content that is developed, will be made available via their website. Results and tools will be disseminated through blogs, podcasts and social media outlets. (e23)

#### Weaknesses:

None noted.

Reader's Score: 5

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the

quality of the design of the proposed project, the Secretary considers the following factors:

**Reader's Score:** 27

**Sub**

**1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

A comprehensive conceptual framework that includes frequent cycles of curriculum-embedded formative assessment, reflection, curriculum alignment, principal leadership and effectiveness, and school counseling is provided. Studies supporting each of the aforementioned facets of the framework are cited. Further, use of formative assessment to understand student needs, provide feedback, and support student goal setting is cited as a key element of the conceptual framework. (e24-e27)

**Weaknesses:**

Citing research that provides a conceptual basis for integrating technology, coaching and professional development would bolster the proposal.

**Reader's Score:** 14

**2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

Applicant specifies three goals with multiple objectives that are clearly specified. Most objectives have an associated outcome and each outcome indicates a measurement instrument or aligned data source. (e27-29) The logic model includes multiple short and long-term outcomes for teachers, school leaders, and district leaders. (e103-104)

**Weaknesses:**

None noted.

**Reader's Score:** 5

**3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

Project has some potential to address the needs of high-need districts and schools. Centralized data platforms allow for more efficient access to and analysis of various data sets. (e28-29) Aligning curriculum with formative assessment would address the needs of districts operating with misaligned resources. Study targets school counselors who are frequently undertrained in data use and underutilized in improving school and student achievement processes. (e21)

**Weaknesses:**

The proposal could be strengthened by including targeted achievement data as evidence of the need, locally. For example, data indicating the percentage of schools serving high-needs students in the region, local statewide assessment data, and data evidencing that quality curriculum, instructional units, formative assessment tools, protocols and data reflection processes are not in place in the target schools would clarify how the proposed study

Sub

meets the need.

Reader's Score: 8

#### Resources & Management Plan - Resources & Management Plan

1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

**Strengths:**

The applicant provides a comprehensive list of milestones and timelines that includes multiple milestones per year. For each milestone, one or more organizations are identified as responsible parties. (e32-e36). The management plan distinguishes management tasks from other milestones, indicating a particular focus on management.

**Weaknesses:**

None noted.

Reader's Score: 10

2. The qualifications, including relevant training and experience, of key project personnel.

**Strengths:**

The key personnel have substantial leadership training and experience, project management, instruction, educational technology and professional development experience. This is an important indicator of the capacity of the key personnel to execute the project. (e55-e66) Experience in these specific areas indicate key knowledge necessary for successful implementation and monitoring of the project.

**Weaknesses:**

None noted.

Reader's Score: 5

3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

**Strengths:**

Costs are aligned with the objectives and design of the proposed project. Personnel costs are in line with salaries for the region (California) and aligned with the expertise require to develop the proposed technology platforms and administer the study. (e113-121)

Sub

**Weaknesses:**

None noted.

**Reader's Score: 5**

4. **The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The goals objectives outcomes and outputs will be broken down into quarterly benchmarks that allow for regular project monitoring and permit rapid course correction. (e20) Quarterly school meetings for feedback and data review are included in the management plan (e36).

**Weaknesses:**

None noted.

**Reader's Score: 5**

**Selection Criteria - Quality of the Project Evaluation**

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**Reader's Score: 0**

Sub

1. (1) **The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice).**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

2. (2) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

**Weaknesses:**

Sub

Reader's Score:

3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.

Strengths:

Weaknesses:

Reader's Score:

### Priority Questions

#### CPP1 - CPP1

1. Competitive Preference Priority 1: Computer Science (up to 5 points).

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Strengths:

Weaknesses:

Reader's Score:

#### CPP2 - CPP2

1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).

Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]

Strengths:

Applicant proposes the use of personalized learning as a viable COVID-related strategy for implementation by teachers. (e20) The proposal also includes working with schools to incorporate student, parent, teacher, and staff feedback collected in the annual Local Control & Accountability Plan (LCAP) stakeholder engagement process into TLC data platforms and into data reflection discussions. This includes information on students' social, emotional, physical and mental health, and academic needs from COVID. Teachers and counselors then use the information to implement COVID-related strategies. (e19)

**Weaknesses:**

Additional detail on the COVID-related strategy #2 and #3 that indicates specific actions to be taken to mitigate the impacts of COVID, and go beyond stating intended outcomes of the project (e.g. 'helps schools create and support equitable and inclusive learning environments') (e20).

**Reader's Score:** 4

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

The proposed study would include providing school leaders training to conduct an equity study of the school's student achievement profile and on the systems and conditions that explain the profile. (e17) The proposed study includes online training for leaders includes Action steps for equity leaders and covers a successful equity leaders disposition, how to expose systemic inequities and combat normalization of failure phenomenon by disrupting systems, and how equity leaders take a critical look at structures, policies, and practices, and probe belief systems. (e18)

**Weaknesses:**

Providing further detail on the equity study and its focus (e.g. culturally responsive pedagogies, anti-racism, belonging) and how it might be used to close proficiency gaps (e17) would strengthen this proposal.

**Reader's Score:** 4

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**Status:** Submitted  
**Last Updated:** 10/12/2021 05:04 PM

Status: Submitted

Last Updated: 10/12/2021 11:07 AM

## Technical Review Coversheet

Applicant: Think Together (S411C210113)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	<b>50</b>	<b>50</b>
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	25
<b>Sub Total</b>	<b>25</b>	<b>25</b>
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	0
<b>Sub Total</b>	<b>25</b>	<b>0</b>
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	<b>5</b>	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Total</b>	<b>115</b>	<b>85</b>

# Technical Review Form

Panel #2 - EIR Early Phase - 2: 84.411C

Reader #2: \*\*\*\*\*

Applicant: Think Together (S411C210113)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

Reader's Score: 20

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

#### Strengths:

The plan described by the applicant to involve the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies is adequate. Proposed project will encompass the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies by providing documented interventions, resources, activities, services, programs and practices that can help to solve the persistent problems in education that prevent students, particularly high-need students, from succeeding. The project will address the problem; and demonstrate how their proposed project (based on best available evidence) could build on previous existing strategies designed to appeal to high needs students to accelerate student achievement. Proposed project will modify, transfer, and/or redesign strategies for the target population; and create a data visualization platform for partnering districts to self-assess and deeply understand their ranking by utilizing the (TLC). Model). Their in-person model will be transformed by developing it into digital tools, trainings, protocols, and technology platforms that will enable it to be a highly scalable and cost-effective model to reach a much larger number of high need schools. (pages e17, e14)

#### Weaknesses:

None noted.

Reader's Score: 15

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

#### Strengths:

The plan described by the applicant in which the results of the proposed project to be disseminated in ways that will enable others to use the information or strategies is clear. Potential dissemination of the proposed innovations will increase efficiency, understanding of educational problems, issues, or effective strategies by utilizing resources; replication operations; up-to-date and research-based methods of assessment; adaptations of practices; as well as

**Sub**

a clear description of how the grant activities will be implemented. Proposed project will provide community awareness of the project, provide nonparticipants with information about the project outcomes through blogs, podcasts, Facebook, Twitter and LinkedIn; and provide information on project effectiveness to accelerate achievement; to implement strategies in a variety of new population and settings; and to enable others to utilize information or strategies.(page e23)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Design**

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

**Reader's Score: 30**

**Sub**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

The proposed project's conceptual framework is well-conceived and will likely lead to sound project implementation by employing strong alignment between the proposed project activities and outcomes outlined in the logic model provided. Their strategic revisions to improve and adjust services; as well as activities will achieve the proposed outcomes (Increased high school graduation rates) and their goal. Additionally, specific tasks (create formative assessments) that will be completed, the primary participants that will be involved, the methods that will be employed, and the tangible results that are expected for identified tasks are logically linked to a rationale for the implementation strategy and referenced literature by Konstantopolous et al. (2013) to validate their proposed design. The detailed project plan provided in the applicant's proposal will lead to a more organized project implementation by itemizing project tasks, (Teachers complete Curriculum Alignment) assigning task owners, outlining timelines for specific project deliverables, and allowing all stakeholders to monitor progress in real time to meet the objectives of the proposed project. (pages e 24, e103)

**Weaknesses:**

None noted.

**Reader's Score: 15**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

The applicant presents realistic activity objectives in measurable terms that include baselines, indicators, targets, timelines, population. Specified measurable goals, objectives, and outcomes will be achieved by utilizing ongoing curriculum adjustments; initiating training modalities based on formative and summative evaluations; and aligning

**Sub**

the proposed implementation plan and the performance indicators with proposed activities. The overall rate of change anticipated across the project period and aligned objectives will be determined by rates of increase from performance indicators. Project objectives such as, (Refine Curriculum Alignment, Admin Coaching, and Guidance Alignment Protocols for independent use by schools) are outlined and include corresponding program purpose; and clear outcomes or projections such as (Administrators effectively act as Head Teacher In Charge and improve instruction through observations, feedback, and coaching.-Measured in Platinum Ticket) that describe the specific desired results of programmatic operations will be achieved by implementing measurable terms such as measuring tools (annual formative assessments), quantitative qualitative levels of success, projected baselines, indicators, targets, timelines, and population to achieve measurable goals of the project. (pages e 27, e42)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

The application clearly addresses an urgent need for better access to and use predictive data in student services. Given very high caseloads to target students who have early warning indicators showing they are at-risk for negative outcomes, research (Wilkerson et al., 2013) shows that elementary schools with comprehensive data-driven school counseling programs achieve higher student academic outcomes than those without these programs. In high school, seeing a counselor in 10th and 12th grade increases likelihood of applying to college by 135% (Robinson & Roksa, 2016). Research (Parzych et al., 2019) has shown that student to counselor ratios of 250 to 1 have a significant correlation with lower student absenteeism and higher SAT math, verbal, and writing scores. Linkages with other appropriate agencies and organizations providing services to the target population will be established through primary project partners: the San Diego, Ventura, and Monterey County Offices of Education (COE) and The Policy & Research Group. Potential partners are Orange and San Bernardino COE. Disparities such as a lack of predictable data, very high caseloads; below average principals and personnel undertrained in data use will substantiate the need for their proposed project. In high school, seeing a counselor in 10th and 12th grade will increase likelihood of applying to college by 135% (Robinson & Roksa, 2016) and will justify public school necessity for comprehensive data-driven school counseling programs and support to meet target population or other identified needs. (page e 21)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Resources & Management Plan - Resources & Management Plan**

- 1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 25**

**Sub**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The management plan described by the applicant is adequate to achieve the objectives of the proposed project. The management plan will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks by incorporating a detailed timeline (Jan- June) that provides a clear roadmap for project implementation by positioning key benchmarks with objectives, outputs, and outcomes outlined in the logic model; and highlighting specific deliverables from all key partners and stakeholders involved in the project. Project milestones (Hire staff, recruit schools) will drive continuous improvement by addressing data checkpoints where information collected is analyzed and used to identify areas where pivots in strategy of implementation may be warranted. Clearly defined roles for key personnel and sufficient staff time (58%) will accomplish project tasks by improving results and productivity. The proposed budget appears to be consistent with the size and scope of the project in order to provide proposed services, and achieve the activities and goals of the proposal with the total amount of money requested. The key personnel (Project Director) assigned to the proposed project stem from multiple departments within the organization, which will provide an opportunity for the project to have a systemic impact on the organization's overall operation to maximize the effectiveness of the project. (pages e 32, e113, e37)

**Weaknesses:**

None noted.

**Reader's Score: 10**

- 2. The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The qualifications of the key project personnel are clearly appropriate to the respective positions. Qualified key project personnel with relevant training and experience will improve productivity and accomplish project tasks by employing their expertise in leadership, evaluation, curriculum development, and management skills. Additionally, key personnel are appropriate to their respective positions and qualified to carry out the proposed project; have the programmatic capability to serve the target population; will provide assurances that the project has the capacity to meet program goal by providing proper and effective administration of the proposed project. Qualifications (included in resume); training and education of the Project Director: (Hired within two months of project award) will consist of minimum education qualifications and include at least a Master's degree in Education and/or Educational Administration with 10 years' administrative/managerial experience will provide management services to effectively fulfill the objectives of the project; maximize the effectiveness of the project, and provide oversight to justify assurances that the project has the capacity to achieve the objectives on time. (page e37)

**Weaknesses:**

None noted.

Sub

Reader's Score: 5

**3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Strengths:**

The applicant has provided relevant information regarding how costs are appropriate and reasonable in relation to the objectives, design, and potential significance of the proposed project. The costs will reflect their work plan, objectives, and detailed computations of personnel salaries, fringe benefits, travel (\$9,273.00) and supplies by utilizing a budget justification that details cost basis, calculations; and demonstrates how each line-item expenditure was derived. The budget delineates costs of the project to be met by the funding source. The individual line items (e.g., personnel (463,100.00 Year 1), travel, materials, etc.) are understandable in terms of what they will cost and what services will be rendered for the proposed project. Items are logically linked to the activities in the proposed project and are reasonable in relation to the objectives, design, and potential significance of the proposed project. The total proposed budget appears to be consistent with the size and scope of the project in order to accomplish the activities and goals of the proposal with the total amount of money requested. (page e. 130)

**Weaknesses:**

None noted.

Reader's Score: 5

**4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The applicant has provided effective procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Proposed procedures for ensuring feedback and continuous improvements will operate in the proposed project by employing the (effective intervals, timeline (June, Year 1 ) for gathering and analyzing project data; allowing meaningful assessment of progress to occur in time for course corrections to be made; implementing a data analysis mechanism for assessing project implementation; remediation and ongoing communication strategies (meetings) ; providing ongoing multiple assessments ( pre-intervention assessments), monitoring of components and analysis and dissemination of data to facilitate improvement and sustainability of effective strategies. A means to collect data and annual feedback from staff and partnering schools; as well as interviews and surveys are addressed to evaluate and to ensure feedback and continuous improvement in the operation of the proposed project. (pages e 47, e37)

**Weaknesses:**

None noted.

Reader's Score: 5

**Selection Criteria - Quality of the Project Evaluation**

**1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

Reader's Score: 0

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice).

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

## Priority Questions

### CPP1 - CPP1

1. **Competitive Preference Priority 1: Computer Science (up to 5 points).**  
Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**CPP2 - CPP2**

**1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

**Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]**

**Strengths:**

The applicant has adequately designed a plan to address the needs of underserved students and educators most impacted by COVID-19. Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators” (“high needs students”) will provide, improve, or expand services by assessing and understanding students’ social, emotional, physical and mental health, and academic needs, in light of historical educational inequities and the impact of the COVID-19 pandemic; and reengaging students (and their families) and strengthening relationships between educators, students, and families. Additionally, urgent needs in Pre-K-12 education (impact of the novel coronavirus 2019 (COVID-19) will be addressed by working with schools to incorporate student, parent, teacher, and staff feedback collected in the annual Local Control & Accountability Plan (LCAP) stakeholder engagement process; into TLC data platforms; and discussed during data reflections. Information on students’ social, emotional, physical and mental health, academic needs from COVID, and barriers related to historical educational inequities will be utilized by teachers and counselors to implement three COVID-related strategies such as, District- and school-wide administering personalized learning while using regular formative standards-aligned assessments reviewed by teachers in Data Reflection Sessions five times per year so they can personalize instruction based on each student’s gaps in proficiency, etc. Evidence-based supports to accelerate grade-level learning, particularly for underserved target population will also be implemented to address the needs of underserved students and educators most impacted by COVID-19. (pages e19-e20)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

The applicant has clearly designed a plan to promote equity in access to critical resources for underserved students in prekindergarten through grade 12. Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities and improving the quality of educational programs will be addressed by serving at least 16,275 unduplicated

students over the project in grades K-12; high need students at risk of educational failure and in need of support; students in poverty; English Learners; those below grade level and with disabilities; and students of color from groups that have historically underperformed. An online school system change model will test protocols to guide principals, administrators, teachers, and counselors to close gaps in proficiency for high need students. An in- person model will be utilized to develop digital tools, trainings, protocols, and technology platforms that will enable it to be a highly scalable and cost-effective model to reach high need schools, and to promote equity in access to critical resources for underserved students in prekindergarten through grade 12. (pages e14, e20)

**Weaknesses:**

None noted.

**Reader's Score:** 5

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**Status:** Submitted  
**Last Updated:** 10/12/2021 11:07 AM

Status: Submitted

Last Updated: 10/12/2021 09:17 AM

## Technical Review Coversheet

Applicant: Think Together (S411C210113)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	0
<b>Quality of Project Design</b>		
1. Project Design	30	0
<b>Sub Total</b>	<b>50</b>	<b>0</b>
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	0
<b>Sub Total</b>	<b>25</b>	<b>0</b>
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	23
<b>Sub Total</b>	<b>25</b>	<b>23</b>
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	<b>5</b>	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	
<b>Sub Total</b>	<b>5</b>	
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	
<b>Sub Total</b>	<b>5</b>	
<b>Total</b>	<b>115</b>	<b>23</b>

# Technical Review Form

Panel #2 - EIR Early Phase - 2: 84.411C

Reader #3: \*\*\*\*\*

Applicant: Think Together (S411C210113)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

Reader's Score: 0

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

Weaknesses:

Reader's Score:

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

Weaknesses:

Reader's Score:

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

**Reader's Score: 0**

**Sub**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### **Resources & Management Plan - Resources & Management Plan**

- 1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 0**

**Sub**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Sub**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**Reader's Score: 23**

**Sub**

- 1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice).**

**Strengths:**

The study proposes to implement a quasi-experimental design, which could meet What Works Clearinghouse standards with reservations (e43). The methods proposed include propensity score matching to create a comparison group of students to measure outcomes (e45). Baseline data will be collected and assessed prior to assignment to ensure baseline equivalence (e45). Analytic procedures are described which will report differences between groups (e46).

**Weaknesses:**

The evaluation methods could fall short of standards if missing data are not handled appropriately. There is no discussion of how data that are missing for students and teachers (at baseline or post) will be handled.

**Reader's Score: 14**

- 2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

The study outcome measures will provide performance feedback on an annual basis for the effectiveness of the program. The proposed methods of evaluation also include quarterly school meetings, which include data reviews, that will provide periodic assessment towards achieving the program's intended outcomes (e36). Additionally, the online platforms will allow for real time views of data to continuously make improvements during the program.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

- 3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.**

**Strengths:**

The proposed project will expand on an effective program by making it available online and more cost-effective. The impact study will provide increased knowledge on the effectiveness of providing the program using this method. The program has potential to contribute to the knowledge on effective strategies for decreasing achievement gaps in education.

**Weaknesses:**

The proposed project, although there is a focus on improving teachers' and counselors' ability to provide effective interventions, it will not provide adequate information to help understand the improvement in teacher or counselor proficiency to administer interventions. This is a missing piece to add to the current field facing this issue.

**Reader's Score: 4**

**Priority Questions**

## CPP1 - CPP1

### 1. Competitive Preference Priority 1: Computer Science (up to 5 points).

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

**Strengths:**

**Weaknesses:**

**Reader's Score:**

## CPP2 - CPP2

### 1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).

Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]

**Strengths:**

**Weaknesses:**

**Reader's Score:**

## CPP3 - CPP3

### 1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).

Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted

**Last Updated:** 10/12/2021 09:17 AM

Status: Submitted

Last Updated: 10/11/2021 05:08 PM

## Technical Review Coversheet

Applicant: Think Together (S411C210113)

Reader #4: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	0
<b>Quality of Project Design</b>		
1. Project Design	30	0
<b>Sub Total</b>	50	0
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	0
<b>Sub Total</b>	25	0
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	25	25
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	5	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	
<b>Sub Total</b>	5	
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	
<b>Sub Total</b>	5	
<b>Total</b>	115	25

# Technical Review Form

Panel #2 - EIR Early Phase - 2: 84.411C

Reader #4: \*\*\*\*\*

Applicant: Think Together (S411C210113)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

Reader's Score: 0

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

Weaknesses:

Reader's Score:

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

Weaknesses:

Reader's Score:

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

**Reader's Score: 0**

**Sub**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### **Resources & Management Plan - Resources & Management Plan**

- 1. The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 0**

**Sub**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Sub**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**Reader's Score: 25**

**Sub**

- 1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice).**

**Strengths:**

The investigators propose to study the effectiveness of the TLC initiative to improve student-level academic achievement outcomes and school leadership practice with a quasi-experimental design that if well implemented would meet the What Works Clearinghouse standards with reservations as described in the What Works Clearinghouse Handbook. To determine their sample of 30 schools (15 control and 15 treatment) they conducted a power analysis with adequate statistical assumptions. (Page e48) The investigators' plan for matching comparison schools consist of the identification of schools either in the same district or in a neighborhood district and who have similar baseline and background characteristics, including achievement characteristics. (Page e44)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

- 2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

Investigators plan to hire PRG as the external evaluator that will design and conduct an implementation evaluation to understand variation on how TLC works in practice, interpret the efficacy of the initiative, provide feedback for continuous improvement, and identify conditions necessary for sustainability and replication. (Page e47) This plan seems feasible and adequate to meet this evaluation criteria.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

- 3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.**

**Strengths:**

The proposed project if implemented with fidelity has great potential to improving student-level academic achievement outcomes and school leadership using the TLC intervention program.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Priority Questions**

**CPP1 - CPP1**

**1. Competitive Preference Priority 1: Computer Science (up to 5 points).**

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**CPP2 - CPP2**

**1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 10/11/2021 05:08 PM